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ABSTRACT

Four classes of positions in the Fort Lincoln New Town Education system are delineated. These are teachers, coordinators, paraprofessionals, and administrative employees. The document describes for each area the position controls, responsibilities, and evaluation factors. Teachers include master teacher, associate teacher, teacher intern, and teacher extern. There are coordinators for administrative management, staff development, media services, and for school and community resources. In the administrative area are included the administrative assistant, nutritionist, clerk-stenographer, and building operations foreman. (For related documents see ED 047 171 through ED 047 188.) (DAS)

PROPOSED POSITION DESCRIPTIONS  
AND RECOMMENDED CLASSIFICATIONS  
FOR THE FORT LINCOLN NEW TOWN  
SCHOOL

**PROPOSED POSITION DESCRIPTIONS  
AND RECOMMENDED CLASSIFICATIONS  
FOR THE FORT LINCOLN NEW TOWN  
SCHOOL**

**April 6, 1970  
General Learning Corporation  
Educational Services Division  
5454 Wisconsin Avenue  
Washington, D. C. 20015**

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## TEACHERS

## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - MASTER TEACHER

SALARY CLASS - 12 or GS-1710-11

#### I. GENERAL

The Fort Lincoln New Town (FLNT) education system is defined as an open plan of education. It has been developed within the overall public school system of the District of Columbia but yet is separate and apart. As Fort Lincoln is developed as a town within a city engendering new concepts and attitudes, the FLNT educational plan has been developed with this same thrust.

Initially the first site is designed for 700 children aged 3 to 12. The most important components of the plan are an individualized instructional program; a non-graded system of student placement using stages as developmental measures rather than grades; responsiveness to a triage of student, parent and teacher; use of performance objectives as a basis for curriculum design and student evaluation; and, continuous evaluation and revision of objectives.

The school will be open 12 months a year, 6 days a week from 7:00 a.m. to 7:00 p.m. Students will attend school on the average of 180 days a year but specific vacation time, arrival at school, and length of daily attendance will be matters of individual choice. This is necessary to ensure the most efficient use of facilities and to be responsive to the needs of the community.

## **II. POSITION CONTROLS**

The master teacher is the "first among equals" of the educational team and is the principal specialist in the educational team. The master teacher requires a high degree of resourcefulness and imagination in order to provide the educational leadership within his stage without necessarily functioning as a final arbiter or boss.

Incumbent is allowed considerable freedom to develop individual approaches within the framework of the FLNT education plan and must adjust quickly to program changes.

Standard guides available to teachers outside the FLNT are not available to the incumbent and he must critically evaluate new and innovative techniques developed for the program. He is relied upon to act on his own initiative in most cases to resolve and deal with difficult problem situations.

## **III. DUTIES AND RESPONSIBILITIES**

The master teacher in the FLNT acts as a bridge between the student, teachers and the parents in order to translate the Fort Lincoln plan into a working classroom experience. The master teacher must have mastery of at least two subject-matter areas as well as being a specialist concerning how teams function in the stage.

He must demonstrate ability to diagnose and prescribe as well as pass those skills on to other less experienced members of the stage. This places the incumbent in the role of the chief resource person in the crucial educational areas. In addition, because of his fully developed skills, knowledge and abilities the master teacher is consulted by other teachers both

inside and outside the stage and also serves as a model in demonstrating advanced techniques to other teachers.

Since the FLNT education plan is an ungraded program and allows latitude in the time, rate, and order with which students achieve academic objectives, the master teacher closely works with the student, parents, and the stage teacher in the development of a curriculum. In those areas where a student with a particular disability will be much older than the general age expectancy for a stage, the master teacher will develop the course of action in consultation with the parent and student.

Evaluates teachers in his stage and counsels new teachers, observing classroom technique and ability to adjust to the plan. Works with Staff Development Coordinator on inservice training program for teachers in stage and assists in the professional development of teachers, assistants, and others within.

Frequently meets with other teachers, master teachers, and support personnel to determine extent of accomplishing the plan's objectives. Brings suggested program changes to the attention of the project consultants, school administration, and others and prepares periodic analyses.

It should be emphasized that the master teacher is a member of a teaching team and will be responsible for the greatest number of students. Any and all decisions that affect the team and the students will be joint decisions of the entire team under the leadership of the incumbent.



It is planned that there will be a ratio of one master teacher for each five teachers.

Performs other related duties as assigned.

IV. <u>EVALUATION FACTORS</u>	<u>POINTS</u>
A. Guides Available	50
B. Supervision Received	60
C. Scope of Responsibility	25
D. Diversification of Knowledge Required	50
E. Nature and Scope of Recommendations	60
F. Personal Contacts	60
G. Supervision Exercised	<u>30</u>
Total	315

**POSITION DESCRIPTION**  
**FORT LINCOLN NEW TOWN SYSTEM**

POSITION TITLE - Teacher

ORGANIZATIONAL TITLE - Associate Teacher

SALARY CLASS - 15 or GS-1710-9

**I. GENERAL**

The Fort Lincoln New Town (FLNT) education system is defined as an open plan of education. It has been developed within the overall public school system of the District of Columbia but yet is separate and apart. As Fort Lincoln is developed as a town within a city engendering new concepts and attitudes, the FLNT educational plan has been developed with this same thrust.

Initially the first site is designed for 700 children aged 3 to 12. The most important components of the plan are an individualized instructional program; a non-graded system of student placement using stages as developmental measures rather than grades; responsiveness to a triage of students, parent and teacher; use of performance objectives as a basis for curriculum design and student evaluation; and, continuous evaluation and revision of objectives.

The school will be open 12 months a year, 6 days a week from 7:00 a.m. to 7:00 p.m. Students will attend school on the average of 180 days a year but specific vacation time, arrival at school, and length of daily attendance will be matters of individual choice. This is necessary to ensure

the most efficient use of facilities and to be responsive to the needs of the community.

## II. POSITION CONTROLS

The "associate teacher" as the position is organizationally designated in the FLNT system is a full professional level position in the educational team. The incumbent of the position is required to have an expertise in at least one subject-matter area and must demonstrate a high degree of competence.

Within the framework of the FLNT system the associate teacher functions with freedom from detailed review of the supervision of the kind that characterizes the trainee or beginning teacher. The incumbent prepares his area of responsibility in the stage with only occasional spot check from the master teacher and frequently selects the teaching methods, techniques, and supplemental materials he believes will be most effective for the assigned students in his stage.

Guides and reference sources are available but considerable selectivity is required by the associate teacher.

## III. DUTIES AND RESPONSIBILITIES

The associate teacher, in addition to his expertise in one subject-matter area, must perform with a high level of experience and demonstrated competence in diagnosing problems and prescribing solutions for students who are having special learning difficulties. In conjunction with members of the educational team for the stage, he designs an individual teaching plan for the student and then independently carries it out after consultation with parent and student.

Must use a high degree of tact and wisdom in dealing with parents and students to ensure learning motivation is not disrupted or initiative is not stifled. Must provide parents with full explanations of students performance and how educational materials can be best used at home with students. However, must be sensitive to the problems of parents who themselves may be educationally disadvantaged and cannot carry program elements into the home. Because of these environmental factors the associate teacher with the master teacher frequently adapts the individualized FLNT program to the students total needs.

Solicits evaluative feedback from parents and community regarding teaching performance.

As a resource teacher, transmits his skill and expertise in his subject-matter area to other teachers. The associate teacher is also a resource person within the stage to help other teachers in their efforts to plan their personal staff development. The associate teacher independently gears his teaching methods to individual differences among students with ease and flexibility.

Frequently must draw on his own personal experience, judgement, and knowledge of the personality, background, habits, attitude and interests of the student in ways most effective and efficient for him. In addition, must assist the student to learn knowledge and skills unique to his particular interests and abilities.

Performs other related duties as assigned.

IV. EVALUATION FACTORS

POINTS

A. Guides Available	20
B. Supervision Received	25
C. Scope of Responsibility	15
D. Diversification of Knowledge Required	20
E. Nature and Scope of Recommendations	20
F. Personal Contacts	15
G. Supervision Exercised	<u>15</u>
Total	130

POSITION DESCRIPTION  
FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Teacher

ORGANIZATIONAL TITLE - Teacher Intern

SALARY CLASS - 15 or GS-1710-5 or GS-1710-7\*

I. GENERAL

The Fort Lincoln New Town (FLNT) education system is defined as an open plan of education. It has been developed within the overall public school system of the District of Columbia but yet is separate and apart. As Fort Lincoln is developed as a town within a city engendering new concepts and attitudes the FLNT educational plan has been developed with this same thrust.

Initially the first site is designed for 700 children aged 3 to 12. The most important components of the plan are an individualized instructional program; a non-graded system of student placement using stages as developmental measures rather than grades; responsiveness to a triage of students, parent and teacher; use of performance objectives as a basis for curriculum design and student evaluation; and, continuous evaluation and revision of objectives.

The school will be open 12 months a year, 6 days a week from 7:00 a.m. to 7:00 p.m. Students will attend school on the average of 180 days a year but specific vacation time, arrival at school, and length of daily attendance will be matters of individual choice. This is necessary to ensure

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\*GS-7 if teacher has acquired BA + 30 or MA degree.

the most efficient use of facilities and to be responsive to the needs of the community.

## II. POSITION CONTROLS

The "Teacher Intern" as the position is organizationally designated in the FLNT is a trainee or beginning teacher. The incumbent of the position has responsibility for the least number of students and the scope of teaching assignments are limited to ensure that the incumbent has the opportunity to establish a good teaching foundation.

This level teacher performs under the close guidance of a teacher in the team. Such functions as planning, classroom instruction, diagnosing and prescribing for the student are checked and discussed with the associate teacher or master teacher before application in order to build confidence and maintain continuity of the FLNT system.

Guides, texts, and aides used by the teacher intern are well defined and are basic within the FLNT system.

## III. DUTIES AND RESPONSIBILITIES

The "teacher intern" is responsible for the day-to-day direction and control of the students assigned to him, but is not thrown into a "sink-or-swim" situation. Before and after classes, he receives guidance and assistance from experienced teachers whose role it is to help him. The lesson plans and any test material which may be developed by him are closely reviewed for adequacy of subject coverage and treatment, for continuity and for consistency with the FLNT system objectives.

A major role of the teacher intern is to understand what he should be learning to do, to make use of the entire team in learning to assimilate his body of knowledge into the program, to identify clearly his strengths and weaknesses, and to assume responsibility for his personal and professional growth.

The teacher intern's assignments initially will be well defined and rather limited as to variety; however, as competence and confidence develop the incumbent will progress into areas of greater complexity associated with those of the associate teacher.

Typical but not all inclusive are examples of duty assignments:

Demonstrating competence to handle individual and small group instruction. Administering and scoring placement tests to locate students within curricular areas and with an experienced teacher interpreting test results. Under close review selecting, writing or editing instructional objectives for students. Planning less difficult activities with educational objectives. Consulting with students, listening to their ideas, explaining their interests and motivating them to venture new ideas. Collecting, recording and maintaining records of student achievement.

In specialty area, assists experienced teachers in matching new curriculum materials to instructional objectives. Regularly attends community/school meetings and become aware of relationship of the school to the community. Makes use of available resources for self-evaluation (students, peers, parents, video-tape).

Performs other related duties as assigned.



**IV. EVALUATION FACTORS**

**POINTS**

A. Guides Available	5
B. Supervision Received	10
C. Scope of Responsibility	10
D. Diversification of Knowledge Required	10
E. Nature and Scope of Recommendations	5
F. Personal Contacts	10
G. Supervision Exercised	<u>0</u>
Total	50

**POSITION DESCRIPTION**  
**FORT LINCOLN NEW TOWN SYSTEM**

POSITION TITLE - Teacher Extern

GRADE - GS-1710-4

**I. GENERAL**

The designers of the FLNT system have observed that many teachers after graduation cannot transfer things learned in the classroom to the classroom. Practice teaching techniques in the non-urban setting cannot be applied readily to the urban setting. A more pragmatic practicum for education externs in the junior and senior years of college is needed to provide exposure to urban teaching needs.

The FLNT system with its open plan of education and its extended school year program provides an important opportunity to these externs to gain insight into urban teaching as a career. These students would be available to work in the school as well as the community and hopefully become a pretrained and highly competent source of staff.

**II. POSITION CONTROLS**

Works under the close supervision of a master teacher or associate teacher comprising an instructional stage. Work is assigned on a very selective basis initially. During period of practicum incumbent has direct participation in the instructional program and is evaluated accordingly. Incumbent is given opportunity to participate independently in the less involved aspects of the program.

### III. DUTIES AND RESPONSIBILITIES

The Teacher Extern is used in variety of programs during the vacation period as well as when school is in session.

Assists the teachers in the instructional stages participating in the various instructional areas. Receives orientation in the needs of the student and the techniques needed to overcome environmental blocks and motivate students.

Accompanies small groups of students on field trips and enrichment tours and explains the purpose of the visits answering questions and generating response.

Participates in discussions with teachers in their review of students and the identification of problem areas and their remedy. Observes teaching techniques of experienced teachers and may be required to assume an independent teaching role for a short period of time.

Accompanies teachers in meetings with parents and community groups and learns relationship of the FLNT program to the student and the community.

Participates in varying aspects of the adult oriented programs to acquire a complete exposure to the scope of the services provided by the school.

Provides individual tutoring to students who may be experiencing difficulty in certain curriculum areas and prepares progress report for review by teacher.

**Assists in such specific educational activities as the preschool program, the summer enrichment program, the twilight program, school clubs and related programs.**

**Performs other related duties as assigned.**

## COORDINATORS

**POSITION DESCRIPTION**  
**FORT LINCOLN NEW TOWN SYSTEM**

POSITION TITLE - Coordinator for Administrative Management

GRADE - GS-341-13

**I. GENERAL**

One of the major problems within the D. C. Public School system is the lack of basic "know-how" of individual school principals and administrators to translate their needs to a workable budgetary, fiscal and administrative program. The total management process requires a specialization not normally possessed by educationally oriented personnel and nor should it. It is the objective of the FLNT system to provide a program which allows the educational teams to devote its resources and energies to education and to provide a specialist in budgeting, accounting, procurement, personnel management, building maintenance, staff scheduling, administration, etc.

The FLNT Operation Plan will provide the system details but it is the responsibility of the Coordinator for Administrative Management to carry the program out.

**II. POSITION CONTROLS**

The position of Coordinator for Administrative Management is the nucleus of the non-instructional activities and is the bulwark of skills and knowledge in dealing with funds, people, equipment and other tools and resources of management.

The incumbent works with great independence in carrying out his responsibilities and is relied upon as the expert in the several administrative and management areas under his supervision.

He must coordinate all functions assigned to him and must translate needs to conform to the myriad of D. C. Public School and D. C. Government accounting, budget, supply and procurement procedures and regulations. The consequence of error could seriously handicap the FLNT program.

### III. DUTIES AND RESPONSIBILITIES

The Coordinator for Administrative Management has one of the most difficult roles in the school. He is responsible for supervision and performance of the following areas:

- Budgeting (including reallocation planning)
- Accounting
- Organization
- Procurement and Supply
- Personnel Management
- Staff Scheduling
- Building and Equipment Maintenance
- Food Service
- Transportation
- Office Management

Typical but not all inclusive of the major duties and responsibilities of the position are the following:

Budgeting - Budgeting procedures for the FLNT system are designed with regard to internal procedures. However, they must be compatible with requirements and timing needs of the Board of Education, D. C. Government and the Congressional Budget cycles. The designs for timing cycles and the forms and records to be used are the responsibility of the incumbent and reflects the community-teacher-student needs as planned.

The FLNT budget is keyed to the planning and evaluation functions and all staff members are involved in developing budget for operations in which they may be directly involved, along with students and parents. The incumbent is responsible for coordination of the entire cycle. He works with stage representatives and other coordinators in developing the instructional budget and with the Office Manager and his staff to develop the non-instructional budget. However, the Coordinator for Administrative Management has ultimate responsibility for administering the budget process and for seeing that it is conducted properly.

The effort of cost estimating will be directed by the incumbent and he is responsible for the accumulation and consolidation of all FLNT program fiscal plans in order to consolidate the total cost requirements of the Fort Lincoln schools.

Accounting - The incumbent is responsible for establishing an administrative accounting system designed to provide FLNT staff with comprehensive information for control of expenditures and for educational decision making. In addition to control of allotments, obligations and expenditures for the total FLNT operation the accounting system will support



a PFB system. The system however must all be compatible with the current conventional practices in D. C. Public Schools and D. C. Government.

Procurement - Because of the innovative nature of the FLNT system there is a need for compatible educational equipment and tools. In addition to coordination of regular procurement needs through the D. C. School system the incumbent works closely with the D. C. Procurement Office in the acquisition and design of equipment to meet the unique needs of the FLNT schools and the community. Inventory control will be a major element within the system.

Personnel Records and Payroll - The incumbent is responsible for developing a personnel accounting system which will generate information in a useable form such as assignment of personnel costs for programs; maintenance of adequate professional development records; assignment of personnel to specific functions (personnel utilization); personnel and skills bank. The system is being designed to permit conversion to an automated system.

Details regarding other areas of responsibility can be found in the description of the Office Manager and Nutritionist all of whom are under the supervision of the Coordinator for Administrative Management.

It is important that it be re-emphasized that the scope of the position extends significantly into all administrative and management areas of the FLNT schools.

As expected of all staff members at FLNT, the Coordinator for Administrative Management will spend some time in an instructional relationship with students, most likely in his own specialty area.

## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Coordinator for Staff Development

SALARY CLASS - 11 or GS-12

#### I. GENERAL

In order that teachers who comprise the stage teams in the FLNT system maintain their professional growth a full time Coordinator of Staff Development is available. This position gives the professional guidance and assistance to teachers as well as supportive personnel to ensure their continued development and provide an avenue for growth. The professional and administrative staff must keep pace with new techniques and new ideas to improve the quality of group decision-making processes.

Without the ability to keep pace with the education plan of the FLNT system the performance objectives and educational goals will be almost impossible to achieve. It is within this framework that the Coordinator for Staff Development must function.

#### II. POSITION CONTROLS

The Coordinator for Staff Development is totally responsible for developing the program within the system and acts as the major technical component. Review of his work is measured primarily in terms of staff self-improvement and their ability to cope with the educational demands made upon them.

Has considerable independence to develop a variety of programs within the basic limitation of budget.

Guides used are the policies, procedures of the school such as professional material in subject fields or in the field of education required to carry out his responsibilities.

### III. DUTIES AND RESPONSIBILITIES

The responsibilities of the Coordinator for Staff Development are comprehensive and varied. He must establish internship programs for new teachers which detail those areas needed for self-development; formulate a program for growth within the system over both the long term and short term; acquaint newly assigned personnel with the objectives of the FLNT system.

The incumbent must be familiar with the growth needs of each staff member and block a program for greater professional attainment. It should also be noted that the incumbent must provide developmental guides for paraprofessional personnel employed in the program. These more limited programs would include self-development courses; on site education centers; counseling about educational needs, and advising on the appropriateness of available courses in the light of the individual's background and education goals.

Since there will be a new staff in a new school with a new program the development of staff at Fort Lincoln is highly important. The theories, structure and planned objectives of the system differ significantly from the theories, structures and objectives traditionally implemented in other education systems. At no time, no group of people can be located who are fully trained and prepared to function within the FLNT system. Therefore,

the Coordinator of Staff Development must develop the program before school begins and it must be maintained as an integral part of the school's operation. This will be an intensive two month program at the outset.

Since the basic thrust of the staff development program is to meet the needs and interests of staff on an individualized basis the incumbent will develop a profile for devising appropriate learning activities.

The first in-service program encompasses such areas as the FLNT community and student population, the educational philosophy of the FLNT system, the D. C. Public School system, the Washington Teacher's Union contract, curriculum, resources, organization, etc. (See Volume II of General Learning Corporation Report, FLNT for an indepth treatment of the comprehensive Phase I staff development.)

The second part of the staff development program is the aim of FLNT to create a total learning environment for staff. The planners recommend that 15 percent of staff time be spent in staff development activities. The incumbent is responsible for establishing group process sessions; arranging peer evaluation sessions of each staff member in job performance; developing periodic in-service training by bringing in special consultants; developing with the Media Coordinator development materials, books, films, tapes, etc.; participation with teacher discussions regarding FLNT curriculum experimentation as a self-training function; and developing on-the-job orientation and training programs for new staff hired by the Fort Lincoln School.

As can be readily seen the Coordinator for Staff Development must not only be expert in traditional methods of staff development, but his function in the FLNT system permeates in nearly every aspect of education. Much of the success of the entire program will be the ability of the incumbent to establish meaningful programs which meet the needs of a variety of individuals.

Performs other related duties as assigned and also participates in instructional program for students.

IV. <u>EVALUATION FACTORS</u>	<u>POINTS</u>
A. Guides Available	60
B. Supervision Received	70
C. Scope of Responsibility	65
D. Diversification of Knowledge Required	45
E. Nature and Scope of Recommendations	40
F. Personal Contacts	50
G. Supervision Exercised	<u>20</u>
Total	<u>350</u>

## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Coordinator for Media Services

SALARY CLASS - 11 or GS-1410-11

#### I. GENERAL

The FLNT Media Center is a resource for both learning and teaching. The Coordinator has the basic responsibility for operating the center, but the center differs greatly from the traditional concept of either a library or an audiovisual center. The facilities and materials in the center will be much more accessible to students and teachers than is usual practice.

The services, resources and facilities of the FLNT Media program provide consultant services to the system; instruction to improve learning through the use of printed and audiovisual resources; information on new educational developments; new materials created to suit special needs of students and teachers; materials for class instruction; efficient working area for students, teachers and media staff.

#### II. POSITION CONTROLS

The Coordinator for Media Services is the head of the media center and must have leadership, good public relations, and administrative ability. In addition, he must have competencies in both school library and audiovisual areas as well as knowledge in the fields of learning theory, communications and curriculum development. Since the incumbent is considered as the technical expert in his area of responsibility there is no technical supervision; however, budgetary and administrative needs are reviewed by the

administrative coordinator for appropriateness and conformance with the FLNT plan.

### III. DUTIES AND RESPONSIBILITIES

The Coordinator for Media Services serves as the instructional resource and material specialist to teachers and students. He selects the materials for the media center and its program, making all such material easily accessible to students and teachers.

Works with teachers in curriculum planning and is an integral member of the instructional stage by providing the expertise. The Coordinator for Media Services assumes the responsibility for providing the instruction in the use of the center and its resources and that it is correlated with the FLNT curriculum and that it is educationally sound. Although much of the instruction is done with individual students in the media center, some can be presented by teachers in the stage team with the size of the group to be determined by teaching and learning needs.

The incumbent guides students to develop desirable reading, viewing and listening traits and helps students develop good study habits by giving them skills in techniques of researching information and material.

Provides teachers with pertinent information regarding student's problems and achievements as observed in the center.

The Coordinator of Media Services acts as the resource person in the classrooms when requested by the stage team or may serve on the teaching team. In this capacity acts as a resource consultant by designing media and working directly with students in their selection and evaluation



of materials and in their other learning activities.

Makes available to teachers information about recent developments in curricular subject areas and in the general field of education. Also supplies information to teachers on available in-service workshops and courses, professional meetings and educational resources of the community. This is done in conjunction with the Staff Development Coordinator.

Directs media assistants as appropriate.

Performs other related duties as assigned.

IV.	<u>EVALUATION FACTORS</u>	<u>POINTS</u>
	A. Guides Available	60
	B. Supervision Received	40
	C. Scope of Responsibility	65
	D. Diversification of Knowledge Required	60
	E. Nature and Scope of Recommendations	40
	F. Personal Contacts	35
	G. Supervision Exercised	<u>25</u>
	Total	325

## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Coordinator for School and Community Resources

SALARY CLASS - 11 or GS-301-11

#### I. GENERAL

At the very outset of the FLNT concept it was decided that basic to the success of the plan was the need for the continuous and permanent input by the community. Functioning within the operation of the FLNT system will be an Interim Education Committee (I.E.C.) which will assume shared power responsibility until such time as the community "alerted" a permanent body for continued participation. The I.E.C. will work between the community, the Board of Education, and District and Federal Government agencies. It will maintain continuity of planning, implementation, and early operation in such areas as review of curriculum with the contractor, budget recommendations, community liaison, recommending on materials and supplies, etc. The I.E.C. membership will come from the original 60 major organizations invited to attend the Community Participation Planning Workshop.

The Coordinator for School and Community Resources carries a dual role -- one internal to the school and the other external to the various D. C. Government agencies and to the community.

#### II. POSITION CONTROLS

The Resource Coordinator works as a liaison between the Project Director, Administrative Coordinator, the I.E.C., and the instructional

elements of the FLNT system.

He must exercise an extremely high degree of knowledge, skill, tact, and judgment in his dealings with individuals and groups within and without the Fort Lincoln School. His relationships extend deeply in the community as well as in the many agencies of the District and Federal Governments.

His lack of awareness to material and human resources could have a serious affect upon the program if available grant-in-aids or community needs are overlooked.

Guides used are regulations of the Board of Education, D. C. Government regulations concerning budget, general services, procurement, etc.

### III. DUTIES AND RESPONSIBILITIES

The Resource Coordinator must apply a multifaceted background and talent to adequately accomplish difficult areas of responsibilities. These responsibilities extend themselves into working with the instructional teams in the various stages to identify resources in the community and the metropolitan areas as adjuncts to the educational process. This requires that he have a sound understanding of educational concepts within the FLNT system. He works with the teams to blend these resources into the curriculum in order to establish a total education program and experience.

The incumbent must identify financial resources available through the Federal Government which may be available for programs. In addition, through the I.E.C. he must encourage participation of the FLNT community

in such programs as learning reinforcement, reading assistance, tutorial programs, fund-raising, satellite learning centers, community services, etc.

As a total resource person the incumbent must understand the various laws and regulations, (both District and Federal) where educational surplus property may become available. He must have a sound understanding of budgetary and fiscal procedures in order to ensure a workable timetable. He works closely with the Coordinator for Administration, and the Coordinator for Media Services as well as the I.E.C. to make sure that deadlines are kept from the standpoint of acquisition of material resources.

In both his internal and external roles, the Coordinator for School and Community Resources functions as a service to the stages and as support in the instructional process.

Performs other related duties as assigned and fills an instructional role with students.

IV. <u>EVALUATION FACTORS</u>	<u>POINTS</u>
A. Guides Available	55
B. Supervision Received	60
C. Scope of Responsibility	50
D. Diversification of Knowledge Required	50
E. Nature and Scope of Recommendations	25
F. Personal Contacts	65
G. Supervision Exercised	<u>20</u>
Total	325

## **PARAPROFESSIONAL**

POSITION DESCRIPTION  
FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Paraprofessional Education Assistant II

GRADE - GS-1701-4

I. GENERAL

The Paraprofessional Education Assistant II in the FLNT system is responsible for performing a wide range of supportive services of a non-instructional nature or assisting the teacher in those instructional areas not requiring a professional background. The position is established to allow the teachers in the stage to devote more time and attention to accomplishing the comprehensive and innovative programs of the FLNT system which by definition requires the application of professional teaching knowledge and skill.

II. POSITION CONTROLS

The Paraprofessional Education Assistant II (PEA II) works under the close technical guidance of the teachers in the stage to which assigned. Has the experience to perform some quasi-instructional assignments of moderate scope and complexity but the teacher is solely responsible for preparation of lesson plans, the selection of course material and for determining instructional technique.

Guides consist of such verbal and written instructions as may be issued by the teacher to whom assigned.

### III. DUTIES AND RESPONSIBILITIES

Typical assignments performed by the PEA II include but are not necessarily limited the following.

#### A. Quasi-instructional

1. Works with individuals or small groups of children in instructional activities prescribed by the teacher, listens to children read, conducts drills, supervises art activities.
2. Demonstrates techniques of games and sports.
3. Assists in the use of rote instructional materials such as flash cards, color charts, matching games and similar visual aids.
4. Assists students in working with self-instructional materials (explains directions, answers questions).
5. Observes and reports on student behavior as it relates to interests, ability, social skills, and manual dexterity.
6. May work with children having special problems. Performs in a manner consistent with plan developed by the stage team.
7. Aids the teacher in the conduct of laboratory experiments, demonstrations, and do-it-yourself stage projects.
8. Helps direct class plays, songfests, physical fitness programs, etc. Also accompanies students on field trips.
9. Participates with stage team in periodic evaluation of students and program.

**B. Non-instructional**

1. Assists students in removing and putting on outer clothing and footwear.
  2. Maintains attendance rosters, records test scores in student folders.
  3. Assists younger students in carrying out toiletry and hygienic functions as required.
  4. As required, participates in discussions with parents and teachers.
  5. Maintains bulletin boards, issues instructional material, operates slide and projection equipment, operates mimeograph equipment.
  6. Supervises playground, lunchroom activities and rest periods.
- Performs other related duties as assigned.



## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Paraprofessional Education Assistant I

GRADE - GS-1701-2

#### I. GENERAL

The Paraprofessional Education Assistant I (PEA I) in the FLNT system is responsible for performing a number of supportive services primarily of a non-instructional nature and a very limited role in quasi-instructional areas. The position is established as an entry non-professional position into the FLNT structure. It will make available to individuals in the community job opportunity into the program.

The PEA I allows teachers in the stage to devote more time and attention to accomplishing the comprehensive and innovative programs of the FLNT system which by definition requires the application of professional teaching knowledge and skill.

#### II. POSITION CONTROLS

The PEA I works under the very close supervision of the teachers in the stage to which assigned. Guides consist of such verbal and written instructions as may be issued by the teacher to whom assigned.

#### III. DUTIES AND RESPONSIBILITIES

Typical tasks performed by incumbent include, but are not necessarily limited to the following.

1. Serves as cloakroom attendant with responsibility for assisting students in removing and putting on protective outer

clothing and footwear.

2. Maintains attendance rosters.
3. Collects and maintains records of milk, lunch, and saving stamp monies.
4. Monitors lunch, milk, and rest periods.
5. Supervises playground activities.
6. Maintains bulletin boards, issues school notices, and operates slide and movie projectors.
7. Maintains art supplies and classroom materials of both an expendable and non-expendable nature.
8. Assists in the conduct of classroom games and field trips.
9. Renders messenger services, including limited operation of duplicating equipment.
10. Assists younger students in carrying out toiletry and hygienic functions as required.

Performs other related duties as assigned.

## ADMINISTRATIVE

**POSITION DESCRIPTION**  
**FORT LINCOLN NEW TOWN SYSTEM**

POSITION TITLE - Administrative Assistant

ORGANIZATIONAL TITLE - Business Manager

GRADE - GS-301-7

**I. GENERAL**

The Office of Business Management of FLNT is responsible for such clerical and administrative functions as transportation, budgetary, line purchasing, reception center for visitors, building custodial care, payroll, time and leave, duplicating service for the stages, mail and file, typing, etc.

**II. POSITION CONTROLS**

Works under the general supervision of the Coordinator for Administrative Management who establishes areas of responsibility for the Business Manager but allows flexibility for the day-to-day routine.

Incumbent has review and signatory responsible for such things as purchase of supplies costing \$100 or less for a single purchase and can disapprove items if it exceeds account or cannot be justified.

Has latitude to implement new procedures after brief discussion with the supervisor to keep him informed.

Guides used are regulations of the Board of Education and D. C. Government concerning payroll, time and leave and accounting procedures as well as guides issued by FLNT.

### **III. DUTIES AND RESPONSIBILITIES**

The Business Manager is responsible for the office operation of the school. He supervises clerical and custodial personnel as well as transportation activities.

Typical but not all inclusive are the following duties:

Maintains the budget assigned to the unit and maintains accounts for the school. Assures that allotments are not exceeded. Receives all purchase requests from stages and reviews for appropriateness. Prepares the necessary forms.

Supervises clerical personnel and formulates mail and file procedures, duplicating services for the stages and maintains the various internal funds of the school.

Establishes procedures for use of clerk-typists by stage representatives. Because of the number of reports necessary effective use of time is highly important.

Maintains a reception center for the school. Because of the innovative nature of the FLNT system many visitors and educators will be interested in seeing the facilities. The incumbent assures that all visitors and callers are courteously received and handled.

Carries out new personnel accounting subsystem and prepares evaluation and reports for use by the supervisor to determine effectiveness. As the program is developed incumbent will be responsible for administrative conversion to an automated system.

Maintains close liaison with procurement and supply personnel of the D. C. Public School System.

Responsible for the design of a transportation system to bring special students to and from school. Works with the appropriate offices of the D. C. Public School System.

Supervises through the supervisory engineer-custodian the custodial care and maintenance of the building. Schedules the facilities for special use and approves or disapproves requests for after-hours use of buildings. Has final selection of custodial personnel employed based on the recommendation of the supervisory engineer-custodian.

Maintains security of building and provides safeguarding of funds collected from the stages.

Performs other related duties as assigned.

**POSITION DESCRIPTION**  
**FORT LINCOLN NEW TOWN SYSTEM**

POSITION TITLE - Nutritionist

GRADE - GS-493-7

**I. GENERAL**

The FLNT school has initially been designed without a large central eating facility for the purpose of using mealtime as a social learning situation. Meals are to be prepared in a central kitchen and eaten at various places throughout the school. By doing this the "herding" atmosphere is removed from the regular eating program and provide situations in which adults and children can mix.

In addition, the food services program of the FLNT system will extend beyond the school boundaries and provide service to the community in the areas of nutritional education in the home as well as in the school.

**II. POSITION CONTROLS**

Works under the administrative supervision of the Coordinator for Administrative Management being responsible for the technical areas of the position.

The incumbent is considered as an expert in the field of nutrition and is responsible for developing a program for both the school and its community aspects.

Guidelines used in the performance of duties are USDA standards, nutritional manuals and Board of Education regulations.

### III. DUTIES AND RESPONSIBILITIES

The Nutritionist is responsible for the installation of the food services program for the FLNT school.

Plans nutritional menus in conjunction with the Food Services Department of the D. C. Public School System. Depending on the availability of funds plans both breakfast and lunch menus for disadvantaged students.

Supervises the preparation of food based on the nutritionally acceptable menus prepared by her and within budgetary allocations. Based on her observations or as medically determined, prepares special diets for students who may require diet therapy.

Establishes standards of cleanliness for food service staff and trains these persons in methods to improve appearance of food as well as techniques to enhance the nutritional value of food. Assists the instructional stages by talking to students about the importance of balanced meals.

Conducts series of lectures for the community in food preparation, balanced menus in the home, economical food purchasing and the role of the school in the instruction of proper diets to students.

As determined by the availability of funds has responsibility for a variety of programs for needy students including preschool programs. During summer months supervises food service for students in FLNT recreational programs as well as those in the regular school program.

Coordinates purchasing of food between the D. C. Public School System, U.S. D.A. surplus food program and within the monetary sources of the FLNT school. Has major responsibility for making the recommendations for equipment used in the food service program

Performs other related duties as assigned.



POSITION DESCRIPTION  
FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Clerk-Stenographer

GRADE - GS-312-5

I. POSITION CONTROLS

Works under the general supervision of the Coordinator for Administrative Management. Incumbent must apply a high degree of skill and knowledge in the preparation and presentation of a wide variety of material. Because of the varied responsibilities of the supervisor which includes a budget, procurement, supply, as well as other complex administrative functions the incumbent must adapt format without close supervision or instruction. Review is generally limited to spot check primarily for accuracy and compliance with instructions.

II. DUTIES AND RESPONSIBILITIES

The incumbent is responsible for complex stenographic and clerical work requiring a high degree of skill, knowledge, and the ability to adapt technical material in a clear concise manner.

Typical of the duties but not inclusive are the following:

1. Receives dictation from the supervisor on a variety of difficult areas such as budget preparation, procurement specifications and evaluative reports of the FLNT system. Words and phrases have special meaning and must be accurately transcribed. The FLNT system is a totally new concept and

therefore the educational jargon is such that it relates only to that program. The incumbent must be so familiar with program that she can incorporate these words by referring to the proper reports. An example of this responsibility would be the reference to the GLC Vol. II report for the budgetary operations plan.

2. After transcribing of dictation has responsibility for changing sentences or phrases to give greater clarity. In addition, must know where the dictated material is inserted between tables when preparing budgetary material.
  3. Types tables and charts which are complicated dealing with space needs, budget format, accounting layout all of which must conform to rigid procedures.
  4. Assists lower graded clerical personnel in the preparation of less difficult material and provides advice and guidance to the instructional personnel in arranging typed and duplicated material for the stages.
  5. Attends meetings with the supervisor with community in order to assist in school-community programs.
  6. Occasionally participates with stage representatives and media personnel in teaching students typing and clerical techniques.
- Performs other related duties as assigned.

## POSITION DESCRIPTION

### FORT LINCOLN NEW TOWN SYSTEM

POSITION TITLE - Building Operations Foreman

SALARY CLASS - WS-4739-8

#### I. GENERAL

The Fort Lincoln New Town (FLNT) School plan will operate 12 months, 6 days a week, from 7:00 A.M. to 7:00 P.M. Not only will students use the facility, but it will also serve as a "town meeting center" for the community. In addition to the normal physical plant, the school will have air-conditioning and a large amount of special-use equipment such as learning laboratories, visual aid equipment, and special library equipment.

#### II. POSITION CONTROLS

Works under the general supervision of the Business Manager who provides incumbent with general assignments based on requests of school personnel. The incumbent determines the proper techniques and skills necessary to carry out responsibilities. The work is reviewed only for compliance with assignments and an occasional spot check is made upon completion primarily for appearance and overall adequacy.

Uses operating guides, technical manuals and equipment, and operating instructions issued by the D. C. Public Schools.

### III. DUTIES AND RESPONSIBILITIES

The incumbent is responsible for the supervision and operation of the FLNT School including the heating and air-conditioning systems, semi-skilled trades and crafts, maintenance and repair, and grounds improvement.

In addition to the above, the incumbent and his staff are expected to participate in the instruction program in the sense that they must understand the basic educational objectives of the school and respond to requests for assistance accordingly.

#### A. Heating and Air-Conditioning Plant

The incumbent specializes the operation of a low-pressure, steam or hot water plant during the season and a moderate size air-conditioning system during the summer months. The incumbent carries the proper license and supervises shift personnel in the operation of this facility, schedules the periodic maintenance of equipment, and prepares the annual inspections.

Provides technical knowledge in the maintenance and repair of the plants and, as required, personally performs the more difficult repair on automatic purge equipment, fire and smoke alarm, charging the system with cooling, etc.

**B. General School Maintenance**

Makes such semi-skilled trade and craft repairs as carpentry, plumbing, painting, and electrical maintenance. Makes first-line repairs to kitchen equipment, audiovisual equipment, desk, chairs, and other school facilities. Decides when equipment will require outside maintenance and repair and discusses with the supervisor to ensure funds are available.

**C. Custodial Responsibilities**

Sets standards of cleanliness both inside and outside of building, establishes schedules for waxing and stripping rooms as well as seeding and planting of grounds. Rates work and workers and, as required, trains subordinates in various aspects. Recommends promotion and discipline and has final authority in selection of new employees. Performs other duties as assigned.